THE ORGANIZATION OF HISTORY IN THE CURRICULUM.

HISTORY considered as the means of securing an appreciation of social life, rather than as furnishing the mind with an accumulation of facts, is vitally related to experience. Viewed as social life it is the realization of the way in which men are learning to live together, and are securing from nature the materials and processes for the readjustments of society. It is not a picture of past achievements and worn-out ideals to be passively observed, but it is active and progressive, the living present made clear to each individual.

The key to the appreciation of history is the experiences of the individual. The mind's power to utilize and improve upon the methods of the past is dependent upon its own constructive efforts. Each individual responds to the stimulus of the activities of others according to the nature of his own activities, and personal experience furnishes the basis for understanding the similar experiences in the life of the race. Only in so far as the individual is actively engaged in trying to solve the problems of daily living has he the ability to comprehend the efforts of the past.

It becomes impossible, then, to outline the subject-matter of history in the curriculum without relation to the conditions of the school and the home in art and industry. Our first consideration must rather be to secure for the child an opportunity to use his constructive powers in connection with the fundamental problems of life. If individual experience is a necessity for gaining any vital knowledge of race-experience, we must first see to it that the child is given contact with the materials and forces of nature and learns to use these for social ends. Civilization rests upon foundations built up by industrial effort, step by step adding discoveries and inventions by which man links nature's power with his own, and thus secures greater freedom from bondage to immediate necessities. In no other way can

the child gain a true insight into man's use of nature than by his own struggle with its forces and powers.

It is the awakening to the necessity for individual activity that has brought the industrial arts into the schools in recent times and has given them a constantly increasing prominence there. Under the names of "manual training" and "domestic science" the occupations which have been fundamental in the growth of the race are now made a part of the education of the individual. The child is no longer obliged to spend all of his time in absorbing the knowledge gained by the experiences of others, but he has also opportunity for such activities of his own as enable him to assimilate this knowledge and use it according to his own needs. He gains ability, not merely to repeat past conditions, but to utilize his acquirements under new conditions.

It is true that there are still communities where the school may depend upon the home to provide the opportunities for industry, but city life certainly gives no such advantages. Not many years ago the household arts required the active service of all the members of the family, and country life gave abundant means for the children to come into contact with the raw materials of industry at first hand. Now very little is done in the home. Concentration in cities and division of labor have taken away the demand for the domestic arts. It is interesting to note that as these industries have gone out of the home, they have reappeared one by one in the school. This is the natural effort of society to restore to the individual that which he has lost through the demands of social progress. It is the attempt to give to the modern child in the school something of the value that industry once gave in the home. Through it there comes unconsciously the feeling of responsibility, the sense of the importance of being useful in the world.

Although the value of the occupations is very generally recognized today, we are still slow to see the important part that they may play in reference to the older studies of the curriculum. The physical activity is in itself incomplete, and the business of education is to bring the child into a consciousness of all that underlies this activity. The occupations should be a means of

introducing the child to science and history. Otherwise they are as fatally divorced from thought as is the occupation of the worker under the modern factory system, and may be no more effectual in increasing the range of vision.

On the other hand, those subjects which we are pleased to term "thought-studies," when they are pursued without reference to personal experience, fail of motive, of relation to reality. They come to the child as so much ready-made information, having no real connection with himself and anything that he has to do. There is, therefore, something artificial in his method of study, something apart from the way in which he learns when away from the school. The home and neighborhood life educate through the necessities of effective action, and this is the process by which the greater part of the education of the race has always been carried on. The school loses its effectiveness in just so far as it becomes artificial, isolated from life; and this is its greatest mistake.

With the machinery of the workshop now in full operation in the school, there is no longer an excuse for this isolation. It becomes our business to reconstruct the subject-matter of history in relation to the occupations, and so gain for the child the full value of study, the power of thought and action combined. It is not enough to select subject-matter that is within the child's comprehension, and arrange it in an orderly manner for presentation. The world's history may be dealt out in convenient portions, but with no assurance that it will give power to any individual life. It is rather for us to select such material as is related to immediate action, to supply the demand made upon us by the child's own questioning spirit. The fascination of satisfying a real need has a greater carrying power than any set task, and will lead farther into the subject-matter than lesson-giving.

The relations of thought and action prove that art and industry are fundamental as an introduction to history. They are also the natural outcome of the study. The child who is interested in following the processes by which people have worked out for themselves their modes of life has a strong impulse toward crea-

tion. He repeats inventions in his imagination and is patient in his zeal to work them out with his own hands. This is not only the imitative, but the inventive process. The effort to reconstruct a model both tests power and is suggestive in itself. New ideas come to light and new methods grow up in the mind as possible improvements. Expression of thought in constructive ways is therefore the essential thing in the cultivation of the artistic spirit. The reproduction of constructions from the simple to the more complex phases of human life makes growth in artistic power correspond with growth in understanding.

In both occupations and subject-matter it is the elements which have caused progress that are the important ones. Inventions and institutions that have advanced the types of social life are the significant ones for our purpose. Building, weaving, cooking, gardening, must all begin in simple forms, but the child who engages in them will gain a constantly increasing control over his own powers and the natural resources of his environment. He must also consider at first only the simplest types of social activity and organization. Industrial life of a primitive kind may give the method of insight into the later, more complicated conditions, and start him on the road of development. Even the making of the simplest woven fabric or piece of pottery throws a new significance upon clothing or the daily household meal. In the same way, the attempts of the primitive family to supply its needs of food, clothing, and shelter from the scanty resources of its environment reflect a light upon the modern home in which it appears more interesting and valuable.

While history simplifies modern life for purposes of study, the comprehension of the present is its purpose, and the interaction of past and present the most important element in its method.

It is the problem of education to organize the school so that there is no break between the life within it and the life that lies around it in society. Environment furnishes the opportunity for the individual to act and to get reactions from society. Thus he is able to view the relation of his acts and so come to an estimate of their value. The comprehension of the life and industries of

the environment gives meaning to the child's own life and work.

If there is to be a unity in the child's life, he must feel the connection between his own doing and the activities about him. In no other way can he learn to use his knowledge in new situations. Knowledge gained in solving the problems of daily living, and then applied in further action, gives control over activity. This is the cultivation, not only of the power to do, but also of the power to shape action to meet ever-changing demands. The development of power in one direction has its full value for the child only when this power is used. The use of it is the means of discovering new opportunities for development.

The organization of the subject-matter of history in relation to environment and to the immediate occupations of children is directly opposed to the setting up of the various stages of race-development as the basis of the curriculum. This basis must be found in the present movements of social life, and not in those that have passed away. The value of history lies in that it gives insight into present social life, and not in a knowledge of the past as past. This view of history does not admit of anything so fixed and formal as the "culture epoch theory" of education. Such a scheme prevents a constant study of the child's mind and a shaping of the material of history to meet his needs. If it be true that in certain general features the development of the race and of the individual parallel each other in a culture point of view, yet this does not prove that the various stages of race-development are necessarily to be followed in the education of the child. Only the study of the child himself can teach us what his needs are and how to use the race-culture in his education.

Local conditions of industry and of organization often furnish the strongest lever for investigation and make an imperative demand for explanation by means of the developments of the past. Active interest in modes of public service has the same value as the industrial arts in its stimulus to intelligent study. It is possible for the children to become to some slight extent even workers for the betterment of social conditions and to find occupation in this practical effort which supplies the place of the workshop in its impulse toward investigation. The whole

history of building may be thrown into perspective by the care of the schoolroom or grounds, and the growth of the community in organization underlies the formation of any local improvement association. History, civics, and art so reinforce one another that there need be no effort of the child to learn meaningless things, and no lack of opportunity to use his knowledge for practical and to him important ends. It is possible to make education serve the purpose of giving an intelligent understanding of life, and also the power of shaping and directing its forces and conditions.

The following plan of work indicates the possibilities of relating the industries, art, civics, and history. It is only one of many schemes, and is intended merely as a suggestion. In the earlier part of the course the relation between the occupations and the subject-matter is especially apparent on the theory that the specialization of the subject-matter should be gradual. The close connection of study and occupation in the first three grades gives such an impulse to the succeeding work that in the later grades they may proceed more independently of one another. However, the necessity for an interaction of study with immediate experience, as typified by the occupations, should not be forgotten throughout the elementary-school work.

GRADE I.

Occupations: Cooking; gardening; making and furnishing playhouses. In connection with this work the primary arts connected with food, clothing, and shelter are introduced.

Studies: Activities of the home and neighborhood; the farm; the shop; comparison of methods of work with those of primitive peoples, as the Indian and the Eskimo.

GRADE II.

Occupations: Cooking, making of furniture, weaving, and simple needlework.

Studies: Sources of materials used in occupations and industries in their simple forms; hunter life; shepherd life; stories of the Hebrews and of the Arabs; primitive farming.

GRADE III.

Occupations: Cooking, gardening, and making of pottery.

Studies: Beginnings of trade and city life; settlement of a farming community; stories of pioneers; story of Ulysses.

GRADE IV.

Occupations: Wood- and metal-work: making of boats, cars, roads, bridges.

Studies: Local history with the evolution of local industries, and means of intercommunication; stories of famous explorers; simple problems of public service, as water-supply, illumination, streets, bridges.

GRADE V.

Occupations: Weaving and sewing.

Studies: Colonial history, with emphasis upon household industries and the relation of geography to social life; problems of public housekeeping, as protection — fire, police, and sanitation.

GRADE VI.

Occupations: Wood-work and clay-modeling.

Studies: Colonial history; the Revolutionary War, and struggles for liberty in previous times, as in Greece, Switzerland, and Holland; physical culture and games of Greece; Greek architecture and sculpture; notable buildings in the locality of the school; beauty in the modern city.

GRADE VII.

Occupations: Printing, illuminating, and bookbinding; embroidery.

Studies: The period of discovery and exploration in American history and the settlement of the West; development of the arts of printing and of inventions connected with navigation (The study of mediæval conditions is a valuable background for this work); conditions of modern labor compared with those of the guild period.

GRADE VIII.

Occupations: Wood- and metal-work.

Studies: Home economics, including civic regulations in regard to building and sanitation; Roman or English history, with the emphasis upon the evolution of government; structure of the local government.

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